Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
Taylor Independent School District	74-2360007	3101 N. Main Street, Suite 104	
Mailing address line 2	City	State	ZIP Code
	Taylor	TX	76574-
County-District # Campus number and name	ESC Region #	US Congressional District #	DUNS #
246911	13	TX-031	49383045

Primary Contact

First name	M.I.	Last name	Title
Jennifer		Greene	Grant Manager
Telephone #	Email address		FAX #
512-365-1391	jgreene@taylorisd.org		512-365-3800

Secondary Contact

First name	M.I.	Last name	Title
Jolynn		Greene	School Improvement Specialist
Telephone #	Email address		FAX #
512-365-1391	jolynngreene@taylorisd.org		512-365-3800

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jerry		Vaughn	Superintendent
Telephone #	Email address		FAX #
512-365-1391	jvaughn@taylorisd.org		512-365-3800
Signature (blue ink preferred)			Date signed

1-22-14

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 246911	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 246911	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately; in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 246911	Amendment # (for amendments only):
Part 3: Program-Specific Provisions and Assurances	

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 246911	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the Instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Taylor ISD's vision and mission is to be the district of choice providing a premium educational experience that prepares every student to compete in a global society. Specifically, the goals of this grant will support the following 2013-2018 Taylor ISD Strategic District Improvement Plan Goals: Goal 1. Increase Student Academic Performance by "allowing students to reach their maximum potential through innovative teaching methods" and by providing "professional development to support and enhance systematic instructional practices and curriculum implementation throughout the district" as measured through state and NCLB performance measures and the Malcolm Baldrige National Quality Award Criteria for Performance Excellence (Baldrige). Secondly, Goal 4. Maximize resources to "foster a professional environment to attract and retain high performing administration, highly qualified and effective faculty/staff" as measured by retention reports and the School FIRST rating.

This program is designed to implement a holistic, aligned process for effective instructional delivery for teachers and administrators that will build collective capacity and foster a collaborative culture on every campus allowing faculty and staff to influence pedagogical growth in the district, resulting in continuous improvement and student success. The process will include a 3-tiered approach that identifies level of instructional support based on the tier. The Educator Excellence Innovation Program (EEIP) provides a comprehensive model for hiring/recruiting/retention, mentoring/induction, observation and evaluation, contextual and targeted professional development, career pathways, and strategic compensation based on needs assessments, driven by data, and differentiated according to the level and type of support needed. Current district hiring and recruiting practices and strategic compensation in areas of need, such as bilingual education, will be supplemented by the **3-Tier Response to Instructional Improvement (RtII)** designed to increase employee retention and improve instructional delivery. (See **Schedule #16 Statutory Requirement 5** for a graphic representation) In this model, "new" is defined in Tier I as any professional instructional staff or administration new to the district regardless of experience. In Tier II "new" is defined as any teacher or administrator with less than 3 years experience. **Tier I** provides professional development for all instructional staff and a district-wide EEIP Grant Manager to develop and deliver an online, managed individual development plan system, which will include a series of articulated educational and training services that enable staff to advance over time to successively higher levels of leadership. In addition, it provides all new instructional staff a **Campus Support Teacher (CST)** to support in building relationships and process management such as campus procedures and district policies. **Tier II** provides professional development and support to each campus for instructional staff and administrators with less than three years experience. The program will provide at least one teacher facilitator and/or campus instructional coach to deliver support in classroom management and best instructional practices through contextual and targeted professional development via a blended face-to-face and online professional learning community, the instructional coaching observation and evaluation model, and observational rounds. It will also create model classrooms where teachers can observe best practices in action. **Tier III** serves Teachers in Need of Assistance (TINA) and Administrators in Need of Assistance (AINA) and provides intensive, weekly professional development and coaching from a program-funded EEIP instructional coach to supplement the support provided by current district instructional coaches. This professional development and coaching will be a blended model of online and face-to-face support that is both intense and individualized to suit the TINA/AINA growth plan.

The budget was developed by assessing the current mentor program in leadership meetings, and through surveys of administrators, mentors, and mentees. The EEIP Team then designed a program to support the needs of all stakeholders and achieve our goals of increasing employee retention rates to 85%, and increasing student achievement to 85% of K-2 students reaching the 25% in reading and math on the universal screening assessment by the End of the Year and 80% of participating students 3-12 achieving Satisfactory or Advanced Academic Performance on state assessments. Utilizing expert judgment, historical data, and a SWOT analysis of the program and any enterprise environmental factors, we established the funds needed, based on assigned resources, for inclusion in our cost baseline and followed the district-established protocols for cost and risk management.

Lack of adequate funding is a significant barrier to teacher/administrator retention and student success. Taylor ISD is one of the lowest funded school districts in the State of Texas. Our district, which is a small, rural district, surrounded by larger urban districts, cannot offer the same salary scale as neighboring districts and has a pay scale of approximately 6% less than the five surrounding districts where most of our employees reside. The lower pay and added travel cost of

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 246911	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

daily commutes adversely affect our ability to retain highly qualified personnel. Additionally, our student population can be challenging, with 65.69% of students identified as Economically Disadvantaged, 47% identified as At Risk, and 13.51% identified as ELLs, requiring the highest level of effective standards-based instruction and differentiation to meet all students' needs. We are in our second year of developing our continuous improvement framework (Baldrige) and our second year of implementing a comprehensive literacy plan through the Texas Literacy Initiative (TLI). We have already seen increased student success on state assessments in 3rd, 5th, and 8th grade as a result of these efforts, but the high percentage of new teachers each year impairs our ability to build collective capacity and the culture of collaborative growth necessary to become the district of choice.

The district needs assessment process was designed by the Senior Leadership Team (SLT) (the Superintendent, Deputy Superintendent, Director of Special Programs and Work Force Solutions, and Director of Curriculum, Instruction and Assessment (CIA), is based on state/federal requirements, a District Snapshot conducted by Region XIII, and the Baldrige criteria and includes weekly meetings with principals, biweekly Campus Leadership Team meetings, and monthly Superintendent Chats. The SLT uses the Plan, Do, Check, Act cycle to monitor and control project quality, including the efficacy of the needs assessment process. The Grant Manager will work under the supervision of the Director of CIA to align district initiatives and ensure shared vision within the district.

Program success requires the participation of all members of the project team. Consistent high-quality management will be achieved through fidelity processes outlined in Baldrige and the Project Management Body of Knowledge (PMBoK). The Grant Manager will manage procurement and data collection and will report out at regularly scheduled checkpoints and milestones to ensure adherence to the project charter, scope, schedule, and cost baselines. The current district system of checks and balances, including control risk assessment will be applied to this project as it has been to the Texas Literacy Initiative and 21st Century Grants. The program will be evaluated at pre-determined milestones using the district scorecard (Baldrige).

EEIP activities will be supplemental to existing state and local services and activities and will not be used for any services or activities require by state law, SBOE rules, or local policy. The EEIP is designed to complement, promote, and increase the level of existing initiatives in the areas of hiring/recruitment/retention, mentoring and induction, evaluation and observation, professional development, career pathways, and strategic compensation. Some of the existing district programs in these areas, such as recruitment, building relationships through mentorship, and our new online system of observation and instructional data collection using the Taylor Aligned Curriculum have been very successful and we intend to continue to utilize them. In fact, the success of these existing programs such as new teacher mentoring indicates the need to increase the level of support to include instructional and classroom management support and more targeted, contextual, and aligned professional development. The district currently utilizes teacher stipends and incentives for areas of need such as Bilingual, SpEd., Math, and Science, but lack of funding for competitive salaries (Taylor has the lowest pay scale of the 5 districts in our area) and instructional support and resources (we have four instructional coaches for the whole district, all of whom have additional duties beyond coaching) has limited the impact of these strategies as well as our ability to retain instructional staff and administration (we have 44 new instructional staff and 6 new administrative staff this year alone). Taylor ISD receives federal funding under Title I of the Elementary and Secondary Education Act of 1965 and has all campuses with an enrollment of over 50% students identified as economically disadvantaged. The funding from this grant will allow the district to increase the level of services for all teachers and administrators and, in particular, for those with less than 3 yrs. of experience in education and/or with the district.

Taylor ISD, including the District and Campus Leadership Teams are committed to implementing an EEIP in order to systematically transform educator quality and effectiveness as evidenced by approval for the program made during the January 2014 DEIC meeting. Educator quality and effectiveness is essential to student success and our district's vision of being "the district of choice as we pursue educational excellence." It has been written into our district's 5 year Strategic District Improvement Plan and will be funded through a variety of sources after grant funding terminates. Our goal is to successfully increase recruitment and retention of highly effective teachers and administrators to establish a collaborative culture of growth requiring fewer resources as our collective capacity increases each year.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 246911 | Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016 | Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$654,605	$0	$654,605	$634,005	$0	$634,005
Schedule #8	Professional and Contracted Services (6200)	6200	$100,500	$0	$100,500	$100,500	$0	$100,500
Schedule #9	Supplies and Materials (6300)	6300	$108,400	$0	$108,400	$129,000	$0	$129,000
Schedule #10	Other Operating Costs (6400)	6400	$39,200	$0	$39,200	$39,200	$0	$39,200
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0	$0	$0	$0
	Total direct costs:		$902,705	$0	$902,705	$902,705	$0	$902,705
	Percentage% indirect costs (see note):		N/A	$NA	$NA	N/A	$NA	$NA
	Grand total of budgeted costs (add all entries in each column):		$902,705	$0	$902,705	$902,705	$0	$902,705

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$902,705	$902,705
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$90,270.50	$90,270.50

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 246911				Amendment # (for amendments only):	
	Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional						
1	Teacher				$	$
2	Educational aide		2		$30,668	$30,668
3	Tutor				$	$
Program Management and Administration						
4	Project director (Year 1: 281 days; Year 2: 226 days)		1		$80,818	$65,000
5	Project coordinator					
6	Teacher facilitator (Year 1: 197 days; Year 2: 197 days)		2		$104,686	$104,686
7	Teacher supervisor				$	$
8	Secretary/administrative assistant (Year 2: 226 days)		1		$	$30,000
9	Data entry clerk				$	$
10	Grant accountant/bookkeeper				$	$
11	Evaluator/evaluation specialist				$	$
Auxiliary						
12	Counselor				$	$
13	Social worker				$	$
14	Community liaison/parent coordinator				$	$
Other Employee Positions						
15	Instructional Coach (Year 1: 254 days; Year 2: 207 days)		4		$269,920	$220,000
16	Title				$	$
17	Title				$	$
18		Subtotal employee costs:			$486,092	$450,354
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay ($60/day x 800 days)			$48,000	$48,000
20	6119	Professional staff extra-duty pay (extra days/time for new teachers and support/mentor teachers)			$42,500	$58,276
21	6121	Support staff extra-duty pay			$	$
22	6140	Employee benefits			$78,013	$77,375
23	61XX	Tuition remission (IHEs only)			$	$
24		Subtotal substitute, extra-duty, benefits costs			$168,513	$183,651
25		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$654,605	$634,005

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 246911 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	**$**	**$**

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1	Fees for certification exams for subject areas/grades in need	☐	$5,000	$5,000
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service: Region XIII ESC ☐ Yes, this is a subgrant

Describe topic/purpose/service: Professional Development; Technical Assistance; Coaching

	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs	# of positions: 2	$46,000	$46,000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$46,000	$46,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 246911 | Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2	Specify topic/purpose/service: Region XIII ESC		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Workshops/Support for additional certifications			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 2	$14,500	$14,500
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$14,500	$14,500
3	Specify topic/purpose/service: Prof Development for Instructional Staff		☐ Yes, this is a subgrant	
	Describe topic/purpose/service: Online and face to face training for instructional improvement			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions: 2	$35,000	$35,000
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$35,000	$35,000
4	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
5	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 246911		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)			
	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
6	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
7	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	**Year 1**	**Year 2**
8	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$	$
	a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		
	b. Subtotal of professional services, contracted services, or subgrants less than $10,000:	$5,000	$5,000
	c. Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$95,500	$95,500
	d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	$	$
	(Sum of lines a, b, c, and d) Grand total	$100,500	$100,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 246911	Amendment number (for amendments only):

Expense item Description							
	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	Laptops (9/Yr 1; 1 Yr 2)	For Grant staff – to implement grant program	10	$1,200	$33,100	$23,200
	2	IPads (Yr 1)	For Grant staff – to implement grant program	10	$500		
	3	Document Camera (Yr 1)	For Grant staff – to implement grant program	7	$800		
	4	Mimio (Yr 1)	For Grant staff – to implement grant program	7	$1,500		
	5	IPads (Yr 2)	For Teacher Facilitator Model Classrooms (22 for each classroom)	44	$500		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$75,300	$105,800
	Grand total:					**$108,400**	$129,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 246911		Amendment number (for amendments only):	
	Expense Item Description	**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	$	$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	$
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	$
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$39,200	$39,200
	Grand total:	**$39,200**	$39,200

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 246911			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	**Description/Purpose**	**Quantity**	**Unit Cost**	**Year 1**	**Year 2**
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	**$0**	$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 246911 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			**3,244**	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	314	9.7%	Attendance rate	95.7%
Hispanic	2,008	61.9%	Annual dropout rate (Gr 9-12)	2.4%
White	840	25.9%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	71%
Asian	195	0.6%	TAKS commended 2011 performance, all tests (sum of all grades tested)	8%
Economically disadvantaged	2,342	72.2%	Students taking the ACT and/or SAT	54.2%
Limited English proficient (LEP)	428	13.2%	Average SAT score (number value, not a percentage)	955
Disciplinary placements	6	1.9%	Average ACT score (number value, not a percentage)	19.7

Comments

Please note that the teacher data shown below with a * indicates data taken from the 2013-2014 Fall PEIMS Collection. This collection did not provide ethnicity data for teachers only so those numbers were taken from the 2012-2013 Performance Report which is an accurate description of the percentages of teacher ethnicity.

Another piece of data that is not in the chart but is significant is the number of teachers new to the profession with no experience. Taylor ISD hired **44** teachers for the 2013-2014 school year which is 19% of the teaching staff as compared to the state average of 7% beginning teachers. As future information will indicate, the district competes with larger districts in the area who have much higher salary scales. Exit interviews indicate that often new teachers begin at TISD and then leave with experience to go to the larger districts for higher pay that is closer to their homes.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	8	3.7%	No degree*	0	0%
Hispanic	32	15.1%	Bachelor's degree*	200.6	85.9%
White	173	81.2%	Master's degree*	30.9	13.2%
Asian	0	0%	Doctorate*	2	.9%
1-5 years exp.*	67	28.7%	Avg. salary, 1-5 years exp.*	$41,119	N/A
6-10 years exp.*	44	18.8%	Avg. salary, 6-10 years exp.*	$43,407	N/A
11-20 years exp.*	58	24.8%	Avg. salary, 11-20 years exp.*	$47,126	N/A
Over 20 years exp.*	20	8.6%	Avg. salary, over 20 years exp*.	$55,646	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 246911 | Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	213	234	220	246	204	246	207	239	259	213	237	289	231	218	3256
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	213	234	220	246	204	246	207	239	259	213	237	289	231	218	3256

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	12	12	11	11	11	16	16	20	19	19	18	18	18	17	218
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	12	12	11	11	11	16	16	20	19	19	18	18	18	17	218

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 246911	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievements and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district needs assessment process began as ongoing student data indicated that many students were not being successful. Region XIII conducted a District Snapshot at the request of the Board and Superintendent to help determine the gaps that needed to be addressed. It was evident based on data digs, including student data, the results of the snapshot, employee surveys/focus groups and input from the community that the level of focused teaching needed to increase to address these gaps. A plan was designed by the Senior Leadership Team (the Superintendent, Deputy Superintendent, Director of Special Programs and Workforce Solutions and Director of CIA with input from stakeholders and is based on Baldrige Criteria for Performance Excellence and used by other successful school districts. It includes weekly meetings with principals, biweekly Campus Leadership Team meetings, and monthly Superintendent Chats. It includes identifying stakeholders, selecting methods of research, collecting and analyzing data, presenting and reporting the data, and sharing the results with stakeholders. The District uses the Plan, Do, Check, Act cycle to monitor and control project quality, including the efficacy of the needs assessment process. The focus is on increasing student achievement for every student. This grant will help the district focus on the teachers who provide the most important ingredient for success – instruction based on best practices. The District Team and EEIP Grant Manager will have ongoing checkpoints and milestones to determine how the process needs to be updated or changed.

For this project, members of the district Recruitment and Retention Committee, SLT, and CIA staff members including the Bilingual Coordinator and Elementary and Secondary Instructional Coaches met to review current practices and assess current achievement as compared to district goals on November 4, 2013. As a result of this meeting, our top needs were identified, and a preliminary plan for meeting those needs was outlined. These needs were to improve the quality of instruction and leadership in the district by: 1) Retaining current teachers and administrators through stronger support in the areas of leadership, classroom/campus management, and effective instructional practices, 2) Retaining and supporting new teachers and administrators by restructuring the mentor and induction program to deliver instructional/leadership and process management support without increasing the burden on already overburdened experienced and master teachers and administrators, 3) Restructuring the district professional development system to provide professional development that is individualized, contextual, and targeted, 4) Strengthening recruitment and retention efforts through incentives that target areas of need and assure 100% highly qualified staff in the district, and 5) Developing a career pathways system to offer a series of articulated educational and training services to enable staff to advance to successively higher levels of responsibility and leadership in the district and education. Needs were prioritized by using data driven analysis, the district strategic improvement goals, and expert input.

On December 6th, the SLT, and TLI Grant Manager met to give input on and approval of the preliminary plan, and, in particular, to outline the support, professional development, and career pathways system for district administration and leadership, including support services such as maintenance and transportation. The SLT also confirmed that the plan aligned with the goals of the 2013-2018 Strategic District Improvement Plan and District Scorecard as outlined by Baldrige. At this meeting, a Grant Implementation Team (GIT) was formed, consisting of the Director of CIA, the Director of Special Programs and Workforce Solutions, the District School Improvement Specialist, and the TLI Grant Manager.

After the preliminary plan was approved by Campus Leadership Teams, the grant implementation team (GIT) met on January 7th to define the charter and scope of the EEIP for the district using the latest data from PEIMS (demographics and student achievement), AEIS (staff retention trend data), TASB (salary and incentive comparison to surrounding districts), staff exit interview data, and survey data from current participants in the district mentor and induction program. The GIT team met with, polled, and solicited approval and input from the current mentor and induction program participants at a follow up meeting on January 10th.

Once the GIT team developed the plan and budget, they presented it to the District Educational Improvement Committee on January 16th and gained input as well as formal approval to proceed with the grant application and program. A revised draft of the EEIP including approved changes as the result of input from aforementioned stakeholders was presented to district administrators during the Tuesday Principals' meeting and received approval to proceed. They GIT team held a final draft review on January 22nd to refine the plan and revise and edit the application.

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 246911	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve the quality of instruction and leadership through the retention of current teachers and administrators.	The EEIP delivers support in the areas of leadership, classroom/campus management, and effective instructional practices by providing a system of individualized instructional coaching with district teacher facilitators and coaches, and Region XIII principal coaches and classroom management specialists as part of a 3-Tier support system.
2.	Improve the quality of instruction and leadership through mentoring and induction of new teachers and administrators.	The EEIP restructures the mentor and induction program to provide support without increasing the burden on already overburdened experienced and master teachers by implementing campus based "Rookie Clubs" run by EEIP coaches and teacher facilitators, and partnering new teachers and administrators with a support teacher to address process management needs such as negotiating campus and district policies as part of a 3-Tier support system
3.	Improve the quality of instruction, leadership, and job performance of all district staff through individual development plans.	The EEIP restructures the district professional development system to provide professional development that is individualized, contextual, and targeted through individual development plans that are customized and maintained in an online platform and delivered in a blended online and face-to-face program as part of a 3-Tier support system.
4.	Improve the quality of instruction and leadership by strengthening recruitment and improving retention of new and current instructional staff and administration. 2012-2013 retention rate for teachers is 76.30% as compared to 84.70% state average	The EEIP provides incentives that target areas of need and ensure 100% highly qualified staff in the district by offering monetary incentives for signing, working with at risk students, and for training and certification in areas of need, such as bilingual education.
5.	Improve the quality of instruction and leadership by developing a career pathways system for all district staff.	The EEIP delivers a career pathways program that offers a series of articulated educational and training services to enable staff to advance to successively higher levels of responsibility and leadership in the district and education in an online platform, including campus and district-wide PLCs and a district Leadership Academy as part of a 3-Tier support system.

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Schedule #14—Management Plan

County-district number or vendor ID: 246911 | Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Manager	Minimum of a Master's degree and teaching and administrative certifications. Experience in the areas of supervising/managing staff, training adult learners, project and fiscal/budget management, data collection and reporting, project quality monitoring and control
2.	Instructional Coach	Minimum of a Bachelor's degree and teaching certification. Experience in the instructional coaching model and working with adult learners.
3.	Teacher Facilitator	Minimum of a Bachelor's degree and teacher certification. The ability to drive instructional improvement by maintaining a model classroom, displaying exceptional results with students, and facilitating lesson study with peers.
4.	Instructional Aide	Minimum of 20 hrs. college credit and highly qualified per NCLB. Experience in working in an educational setting, in working with technology, and in collaborating closely with colleagues.
5.	Admin Assistant	Experience with technology and budgeting, excellent organization skills necessary to build a library of professional development opportunities and resources to support sustainability

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase retention of new professional instructional staff to 85% w/instructional support	1.	Contract w/Reg. XIII for Classroom Mgmt. support	04/01/2014	06/30/2016
		2.	Train Inst. Coaches/Teacher Facilitators	04/01/2014	06/30/2016
		3.	Choose and train Campus Support Teachers	04/01/2014	06/30/2016
		4.	Schedule and Implement Campus "Rookie Clubs"	04/01/2014	06/30/2016
		5.	Schedule and implement Observational Rounds	04/01/2014	06/30/2016
2.	Increase retention of professional instructional staff to 85% w/instructional support	1.	Contract w/Reg. XIII for Principal Coaching	04/01/2014	06/30/2016
		2.	Schedule and Implement Sat. Admin. Sessions	04/01/2014	06/30/2016
		3.	Schedule and Implement Tue. Leadership Academy	04/01/2014	06/30/2016
		4.	Schedule and Implement Taylor 7 Booster Sessions	04/01/2014	06/30/2016
		5.	ID staff for and implement instructional coaching	09/01/2014	06/30/2016
3.	Increase staff effectiveness to 80% Exceeds Expectations on PDAS	1.	Contract online Professional Development Platform	04/01/2014	05/01/2014
		2.	Create Individual Development Plans for new staff	05/01/2014	08/01/2014
		3.	Create IDPs for current staff	08/01/2014	12/31/2014
		4.	ID and Implement support for TINAs and AINAs	10/01/2014	06/30/2016
		5.	Collect/report BOY/MOY/EOY Observational Data	09/01/2014	06/30/2016
4.	Increase % of staff in leadership roles by 10%	1.	Create Individual Career Pathways for new staff	04/01/2014	06/30/2016
		2.	Create Individual Career Pathways for current staff	08/01/2014	06/30/2016
		3.	ID staff for participation in Leadership Conferences	04/01/2014	05/01/2014
		4.	Staff Participates in Leadership Conferences	08/01/2014	06/30/2016
		5.	Create and Implement Online Leadership PLC	04/01/2014	06/30/2016
5.	Increase the % of positions filled by the end of July for next school year to 95%	1.	Early notification signing bonus in areas of need	04/01/2014	05/30/2016
		2.	Offer Incentive for certification in areas of need	04/01/2014	06/30/2016
		3.	Offer incentive for working with at risk students	04/01/2014	06/30/2016
		4.	Offer incentive for positions in areas of need	04/01/2014	06/30/2016
		5.	Conduct staff satisfaction surveys	12/01/2014	06/30/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 246911	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on Baldrige and the PMBoK, the district SLT has developed a process and procedure for monitoring the attainment of district project goals and objectives that is founded on the Plan Do Act Check cycle. Currently, all campus principals develop a Quarterly Action Plan (QAP) to specify priorities, actions, goals and most important immediate needs based on ongoing data analysis through quarterly common based assessments conducted district wide. Further, campus principals identify teachers needing assistance and create teacher plans that are submitted to the director of curriculum, instruction, and assessment. These teacher plans identify immediate support needed by the district to ensure teacher development and student success.

Each quarter, the Grant Manager will review the EEIP QAP with grant staff, and adjust the action steps depending on both quantitative and qualitative data that is collected. The GIT team will compare actual project performance to the plan, assess whether preventive or corrective change is necessary, identify new action steps and opportunities, and provide evidence of implementation. The Grant Manager will be responsible for submitting all required reports to TEA.

An in-depth program evaluation will involve a review of formative and summative evaluation and qualitative and quantitative data collected and analyzed to assess the program's impact on instruction, learning, and student achievement. TEA required assessment tools will be utilized to both indicate any changes needed to ensure the program is on track to meeting goals, and, ultimately, to determine success of the program. Campuses will administer assessments as required by TEA and District guidelines, and data analysis meetings will be held within one week of receipt of results. Campus administration will also conduct quarterly Saturday Administrative Sessions focusing on data and data analysis. The use of the Texas Student Data System will assist in timely collection of data.

The GIT and SLT will approve updates and preventive or corrective change requests to the plan. Changes and updates that affect stakeholders outside GIT and the Senior Leadership will be communicated in weekly Principals' Meetings, at Campus Leadership Team meetings, and in District Educational Improvement Committee meetings depending on the nature of the update or change. The Grant Manager will complete a change log and update any documents affected by the approved change.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TISD is committed to continuous improvement and student success. Current efforts related to the EEIP include a system for utilizing area recruitment opportunities and offering stipends for areas of need. Our CIA staff includes four instructional coaches for the district who offer individual coaching support, support during data analysis meetings, and professional development in content areas. We have seen great success with the observation and coaching model, but, unfortunately, four coaches for seven campuses are not nearly enough, especially considering they are also tasked with conducting Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) assessment sweeps PreK-8 using our universal screener and with creating the district Curriculum Based (CBA) and STAAR-like assessments. The EEIP instructional coaches and teacher facilitators will focus on professional instructional staff with less than 3 years of experience and will work in full coordination with current CIA coaches to support the Taylor Aligned Curriculum, Taylor 7 Effective Instructional Strategies, to address the needs of all professional instructional staff. Over the past two years, TISD has implemented an online, regularly scheduled, and consistent observation and evaluation cycle for all staff through Eduphoria. The system offers levels of observation and evaluation (PDAS, formal and informal Learning Walks, Post-PD Implementation Observations, Observational Rounds, and Instructional Coaching Observations) that give professional instructional staff immediate and corrective feedback, and in the case of Observational Rounds, participation in the pedagogical growth of their district. District-wide data driven decision-making already in place through the implementation of Quarterly Action Plans will support the EEIP implementation. The program scope and sequence is based on an in-depth needs assessment and supplements the district's already successful efforts in the aforementioned areas. Grant funding will allow the district to build a culture of collaborative growth that will sustain itself in the future. Management of stakeholder engagement through frequent communication and needs analysis each quarter will ensure that project participants remain committed to the project's success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 246911 | Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	BOY/MOY/EOY Quantitative Data Collection on Mentoring/Induction Program	1.	% of first year teachers assigned a campus support teacher
		2.	Average release-time hours, per mentee for collaboration and observation
		3.	Attrition rate of teachers in mentor/induction program
2.	BOY/MOY/EOY Qualitative Data Collection on Mentoring/Induction Program	1.	% of program participants "very satisfied" with campus support
		2.	% of program participants "very satisfied" with Rookie Club
		3.	% of program participants "very satisfied" with instructional support
3.	BOY/MOY/EOY Quantitative and Qualitative Data Collection on Professional Development	1.	Average score and increase for each observation by observation number
		2.	% of goal attainment of Online Individual Development Plan (IDP) Goals
		3.	% of program participants "very satisfied" with IDP system
4.	BOY/MOY/EOY Quantitative and Qualitative Data Collection on Career Pathways	1.	% of staff obtaining additional certification/training
		2.	% of staff "very satisfied" with career pathways support
		3.	# and type of hours of collaboration provided per week during school year
5.	BOY/MOY/EOY Quantitative and Qualitative Data Collection on Recruitment/Retention	1.	% of teachers/administrators retained from prior year
		2.	# of positions receiving additional, differentiated compensation due to EEIP
		3.	% of staff surveyed having "high" level of job satisfaction

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The EEIP Grant Manager will evaluate the Program's progress through observation data, surveys and interviews, data analysis meetings, progress reports, and student outcomes. The EEIP Grant Implementation Team (GIT) will assist the Grant Manager in collecting data from a variety of sources included in the evaluation design. Student-level academic data, including achievement results, attendance data, and behavioral/discipline data will be collected through the Texas Student Data System already in place in the district. Universal Screening and progress monitoring data PreK-8 will be collected through Aimsweb. Additional student and staff data will be collected from Texas Academic Performance Reports, the Texas Association of School Boards (TASB), and PEIMS. Program-level data such as program activities and number of participants served will be collected through meeting agendas and sign-in sheets, online enrollment in activities and online professional development platform reports. The Grant Manager will work closely with Region XIII contracted staff to collect data on Principal Coaching and Classroom Management support. All EEIP staff will receive focused and contextual training in accessing, interpreting, and using data to drive decision making as it applies to the best way to deliver program activities. TISD's overarching goal is to build capacity with all district staff. Reports from TSDS and the Online Professional Development Platform will allow the GIT to see progress at every level (individual, classroom, campus, and district). These reports and observations will enable the GIT and Senior Leadership Team (SLT)to determine the fidelity of implementation of the project scope and sequence.

Problems with project delivery will be identified during the Plan-Do-Act-Check cycle each quarter, and will be corrected through a change request system that ensures all preventive and corrective changes receive approval from affected stakeholders, and that any implemented changes are logged and monitored. TISDs current system of monitoring and control has given us a rating of "low risk" according to outside audits conducted by the district in the area of internal control over compliance. Experience with the Texas Literacy Initiative Grant and 21st Century Grant has honed our risk assessment and control systems in the areas of implementation, resource management, procurement, and quality control. We are confident that these systems already in place will greatly assist us in implementing the EEIP Grant with fidelity to the program scope and sequence.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 246911	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

TISD will implement a 3-**Tier RtII System** (**Response to Instructional Intervention**) for all new teachers and administrators. **Tier I** serves all instructional professionals and administrators. Instructional professionals and administrators new to the district or a campus, regardless of experience, will receive added support in Tier I. Step 1: Each new teacher/administrator will be assigned a **Campus Support Teacher** (CST) who will be chosen based on experience, proximity, grade/subject matter. CSTs will have release time to collaborate with the new teacher on process management (submitting grades, putting lesson plans into district approved online tool, helpdesk request protocols), data analysis, and campus/district policies. They will also receive a stipend of $250/semester. The progress of campus support will be monitored through a meeting and collaboration log, surveys, and interviews. New administrators will be assigned a **District Support Administrator** (DSA) based on similar criteria who will support new administrators with process management (submitting reports, online observation and evaluation guidelines, helpdesk request protocols, etc.) DSAs will receive a stipend of $250/semester. Step 2: **Campus-based Support and Professional Development** will be provided to all new teachers through the implementation of a **"Rookie Club"** and **Observational Rounds** on each campus. Grant-funded EEIP Instructional Coaches and Teacher Facilitators will direct each Rookie Club that will meet either weekly or bi-weekly and which will offer support and collaboration in relationship building, campus/district policies, and TISD effective instructional practices through **mini-PD Booster Sessions** and book studies. Teachers with more than 5 years of experience and demonstrated effectiveness who are new to the district/campus/grade level may opt out of Rookie Club with campus administration approval, but will be encouraged to participate in order to build a culture of collaboration. New teachers and administrators will also participate in **Observational Rounds** scheduled once per six weeks. New teachers will observe best practices and teachers at one grade level above and below theirs. Administrators will observe campuses above and below theirs. All administration will participate in quarterly **Saturday Administrative Sessions** (not grant funded) designed to improve data driven decision making, quarterly **Tuesday Leadership Sessions** (not grant funded) designed to improve leadership and quality performance based on the Baldrige, and **Mini PD Booster Sessions** held during weekly Principals' Meetings and delivered by CIA Staff (not grant funded) aimed at aligning the Taylor 7 Instructional Framework district-wide and promoting effective instruction at all levels. Step 3: All teachers and administrators will create an **Individual Development Plan** (**IDP**) in collaboration with EEIP Instructional Coaches and campus administrators and, in the case of administrators, the district SLT using an Online Professional Development Platform. Online folders with PD videos individualized and differentiated to each staff members needs will provide reflection questions and will be followed by implementation observations by Teacher Facilitator and/or EEIP Instructional Coach and face-to-face debriefs and reflection. The **IDP** will change as each staff member meets goals, encounters challenges, and develops a **Career Pathway. Tier II:** Serves a smaller group: new teachers and administrators with less than 3 years experience in education will be provided individual instructional and leadership coaching from district staff using the Instructional Coaching Model (Jim Knight), including **Region XIII** Principal Coaching and Classroom Management Coaching. Region XIII will be contracted to provide CHAMPS and PBIS training and up to 20 days coaching, and each administrator will receive 10 hours of **Principal Coaching. Tier III:** Tier III serves the smallest group: **Teachers in Need of Assistance (TINA)** and **Administrators in Need of Assistance (AINA). TINAs** and **AINAs** will be provided **weekly intensive coaching** based on growth plan goals from EEIP Instructional Coaches with additional, coordinated support from CIA Content Area Coaches (not grant funded), and, in the case of administrators, with support from district SLT and our district School Improvement Specialist. Weekly intensive coaching will include modeling of lessons for teachers and shadow support for administrators. Growth plan progress will be monitored through the Online Professional Development Platform as well as through frequent, face-to-face coaching and documentation of the instructional coaching cycle using the Jim Knight model for instructional coaching. Progress and feedback will be extensively documented to ensure that TINAs and AINAs receive all the support they need to become successful educators and administrators and to ensure that student improvement continues as they progress in the growth plan. The goal is to implement such an effective EEIP that the population served by **Tier III** is minimalized.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 246911	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

TISD already employs an online observation system through Eduphoria that allows district, campus, and individual level reporting. The observation rubric, who conducts the observation, and the format and goals of pre- and post-observation meetings, depends on the type of observation and where it falls in the **3-Tier RtII System. Tier I:** serves all teachers and administrators. **Observations by Administrators:** Administrators conduct weekly informal observations using a district-created observation form that combines Professional Development Appraisal System (PDAS) Domains with the Taylor 7 Instructional Framework Strategies for Effective Delivery of the TISD Aligned Curriculum (Taylor 7). These are as follows: Framing the Lesson, Collaborative Group Work, Writing to Learn, Literacy, Questioning, Scaffolding, and Classroom Talk. These observations are input into Eduphoria and the notes are shared with the staff being observed for post-observation debriefs. Debriefs focus on three reflections: What Went Well, What Didn't Go As Planned, and What I Would Change. Action steps are developed based on observation and reflection data and added to the **Individual Development Plan (IDP). Observations by Instructional Coaches and Teacher Facilitators:** Currently, CIA Instructional Coaches (not grant funded) observe all instructional staff based on a rotating weekly schedule and age level/area of expertise of the coach. Special Programs staff (i.e. the Bilingual Coordinator) and District Senior Leadership also conduct observations. These "Learning Walks" utilize a district-created observation form that focuses on the Taylor 7 and the implementation of any district-wide professional development initiatives. The observations are input into Eduphoria and the notes are shared with the staff being observed for post-observation debriefs. Debriefs focus on the aforementioned three reflections. Action steps are developed based on observation and reflection data and added to the **IDP.** The grant will provide EEIP Instructional Coaches and Teacher Facilitators who will be added to the schedule and will focus primarily on new teachers with less than 3 years experience, allowing CIA coaches to focus on staff with 3+ years of experience. Data from observations by EEIP Instructional Coaches and Teacher Facilitators will be added to **Rookie Club** professional development agendas and used to develop model lessons in the Teacher Facilitator's model classrooms for future **Observational Rounds. Observations by outside services (Texas Literacy Initiative Grant Liaisons, Region XIII Classroom Management and Principal Coaches (EEIP grant funded), Intervention Program Coaches (Waterford/Successmaker and Read 180/System 44) and Alternative Certification Programs):** These observations will be conducted according to the protocols they follow, but will be shadowed by EEIP or CIA staff who will follow district Learning Walk observation format to ensure that we provide consistent, aligned feedback to staff and administration. **Observations of Administrators by EEIP Grant Manager and Senior Leadership:** Administrators will be observed using the district-created rubric that includes the domains of the PDAS system. Debriefs will follow the aforementioned district protocol. **Observations of teachers by teachers:** During **Observational Rounds** teachers will use an **Instructional Observation Rubric** that asks for observations of the teacher's instruction, student activities, and the connection to the observer's own classroom/instruction. Debriefs during **Rookie Club** will be celebratory and collaborative and will reflect the rubric topics. **Tier II: Observations for the purposes of individual coaching** will be conducted after pre-conferencing and will use both the Learning Walks district-created observation form, and a targeted focus observation form based on Jim Knight's Instructional Coaching Model. Debriefs will be reflective and use the aforementioned protocol, but will focus on specific areas of need such as classroom management during transitions, multiple opportunities to respond, etc. **Observations based on IDP** will also follow this format and will include the reflection and implementation questions that are tied to the online professional development for each staff member. Staff members will complete the online professional development, answer reflection questions, implement strategies learned in the PD, have an implementation observation, and complete emailed implementation questions within 2 weeks of receiving the PD. **Tier III:** EEIP Staff, CIA Staff, and Administration/Senior Leadership will observe Teachers and Administrators In Need of Assistance according to their growth plan. Observations, both formal (PDAS) and informal (Learning Walks, Implementation, Instructional Coaching) will follow aforementioned formats and protocols, but on a more intensive level to ensure the goals of the growth plan are met.

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Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

TISD has been following and will continue to follow the Professional Development and Appraisal System (PDAS) for formal evaluations. The 8 Domains are as follows: I. Active, Successful Student Participation in the Learning Process, II. Learner-Centered Instruction, III. Evaluation and Feedback on Student Progress, IV. Management of Student Discipline, Instructional Strategies, Time, and Materials, V. Professional Communication, VI. Professional Development, VII. Compliance with Policies, Operating Procedures, and Requirements, and VIII. Improvement of Academic Performance Of All Students. Evidence for each domain is listed below.

I. **Active, Successful Student Participation in the Learning Process:** student % and level of engagement, student success, level of rigor as evidenced by critical thinking, % and level of student self-direction, and level of connection to learning (academic, personal, world). II. **Learner-Centered Instruction (Taylor 7 Instructional Framework):** framing the lesson (goals/objectives, product), learner-centered (collaborative group work, balanced literacy, writing to learn), level of rigor (critical thinking/problem solving, classroom talk, questioning), engagement strategies, standards-based and Taylor Aligned Curriculum alignment, pacing/sequencing (scaffolding), value and importance, questioning and inquiry, and use of technology (based on the SAMR model). III. **Evaluation and Feedback on Student Progress (Data Driven Decision Making):** level of monitoring and assessment, assessment alignment to standards-based instruction and district curriculum, rigor and relevance of assessment, reinforcement of learning, immediate and corrective feedback, targeted progress monitoring, re-teaching, scaffolding, and differentiated instruction. IV. **Management of Student Discipline, Instructional Strategies, Time, and Materials (CHAMPS, PBIS, Teach Like a Champion):** % and # of discipline referrals, observed self-discipline and self-directed learning, equitable teacher student interaction and classroom culture, consistent, posted expectations, consistent system of redirection and reinforcement, and efficient time and materials management. V. **Professional Communication:** written and non-verbal with students, including reluctant learners, written and non-verbal with parents, staff, community, and other professionals. VI. **Professional Development:** level and % attainment of IDP goals, improvement over prior performance appraisals, and improvement of student success rates. VII. **Compliance with Policies, Operating Procedures, and Requirements:** Includes policies, procedures, and legal requirements, verbal/written directives, and environment. VIII. **Improvement of Academic Performance of All Students on the Campus:** aligned instruction, sequence, scope, and materials, data driven decision making, progress monitoring of student performance, including attendance, frequent and targeted intervention and modifications.

Formal evaluations will be conducted by campus administrators, and, if a staff member requests a re-evaluation, by campus administration and a member of Senior Leadership. Formal observations will be conducted twice a year at a minimum, supplemented by informal observations detailed in Statutory Requirement 2, and will be at least 45 minutes per observation. Formal observations will result in an observation summary that mirrors the evaluation rubric used for the Summative Annual Appraisal. Evaluators will meet with teachers to review the observation summary and develop action steps for any areas to address, which may result in updating the IPD. Teachers will also complete and turn in to his/her evaluating administrator the PDAS Teacher Self-Report Form Sections I and II by the end of the 1st six weeks, and Section III by the end of the 5th six weeks. Summative evaluation meetings will be conducted in the 5th and 6th six weeks and will review each Domain rating and evidence, Self-Report form answers, and progress on and updating of Individual Development Plan Goals. Formal Evaluation will result in a rating of Exceeds Expectations, Proficient, Below, or Unsatisfactory for each Domain, along with comments, areas of strength and areas to address, as well as an overall rating.

The TISD observation system we have developed is highly effective, but also highly understaffed. With only 4 CIA Instructional Coaches for the whole district, CIA Staff struggles to provide frequent, timely observations, especially when they are supporting teachers through intensive instructional coaching. The additional 4 grant funded Instructional Coaches and 2 grant funded Teacher Facilitators will allow us the staffing to fully implement our observational system. The grant funds will also allow teachers to influence the pedagogical growth on their campuses by providing release time for Observational Rounds, a foundational activity necessary to build a culture of collaboration, and one we have not been able to implement with fidelity due to lack of funding and staff. All administrators, SLT, CIA Staff, and EEIP staff will be trained in effective observational methods and protocol.

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Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The EEIP will provide regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies in both face-to-face and online settings, but will look different at each campus. Currently at our two early elementary campuses, grade level teams meet once a week at the end of the day for **data analysis**, once a week for **planning and collaboration**. One day is reserved for communication with parents. EEIP grant funding would allow for campus-wide **Professional Learning Community (PLC) collaboration** once a week at the end of the day or during release time with substitutes budgeted into the EEIP grant in a blended online and face-to-face system. It would also provide collaboration time for new teachers during **Rookie Club** once a week during release time or at the end of the day. Our upper elementary campus follows the same schedule, but **planning and collaboration** is by subject area and grade level. The middle school campus provides common planning periods during which **planning and collaboration** within the subject and grade level occurs once a week, **data analysis** once a week, and subject-wide all grade level vertical planning/collaboration once a week. The grant would supplement this with **PLC collaboration** that occurs once per week at end of the day meetings and new teachers would meet once per week at the end of the day for **Rookie Club** or during release-time . Our high school campuses (Taylor High School, Legacy Early College High School, Taylor Opportunity Center (TOC)) currently provide a common **planning/collaboration** time by department for core subjects once a week with all three campuses and weekly **data analysis** meetings at the end of the day by campus. Grant funding would provide weekly campus-wide **PLC** collaboration meetings for each campus and new teachers would meet once per week at the end of the day for **Rookie Club** or during release-time. **Rookie Clubs PLCs** will utilize grant funds to provide resources such as books and eBooks for face-to-face online book studies, materials for instructional make and take sessions, and Productivity and Educational Apps for use with iPads and Interactive Whiteboards (not grant funded) in the classroom. Grant funds would also alleviate travel costs for instructional staff traveling to other campuses for collaboration, since we have four secondary campuses (TOC serves both Taylor Middle School and Taylor High School). In addition, funds for release time would allow for **biannual vertical collaboration** PreK-12 in core subject areas. Grant funds would also provide a platform for online **PLCs** to collaborate based on **online focus folders** developed from **Individual Professional Development Plans** (IPD) and **Career Pathways.** These **PLCs** would have virtual collaboration chats bi-weekly on videos, articles, and book studies related to areas of interest and need. TISD would utilize its current VTel Telepresence system at each campus to allow for inter-campus collaboration. We are currently partnering with neighboring districts to collaborate on how to best implement balanced literacy in our elementary classrooms. This year, selected PreK-3 teachers were able visit campuses in other districts to conduct **Observational Rounds.** Grant funds would supplement the current program by allowing us to expand the number of teachers, frequency of visits, and conduct pre- and post- observation meeting and collaboration utilizing our VTel system. Ultimately, we would like to extend inter-district collaboration to upper elementary and secondary levels, and grant funding would enable us to explore these options by allowing EEIP funded staff to visit surrounding districts and meet with their professional development staff to find commonalities in best practices that we can develop together.

Our district is committed to strong instructional leadership at all levels, including administration. To this end, currently, at least one administrator is be present at campus meetings and professional development, and CIA Instructional Coaches attend CLT and data analysis meetings. Once the EEIP is implemented this would be supplemented by EEIP coaches and Teacher Facilitators attending **Rookie Club** meetings, vertical meetings, and online **PLCs** depending on schedule, campus assignment, and area of expertise. The EEIP grant funds will provide resources administrators' collaboration time through quarterly **Saturday Administration Sessions** (data driven decision making), quarterly **Tuesday Night Leadership Sessions** (Leadership Development via Baldrige), weekly **Principals' Meetings**, and biannual off-site professional development opportunities at selected conferences depending on **IDP** and **Career Pathways.** Grant funding will provide new administrators will be provided with 10 hours of release time per year for collaboration with each other and Region XIII Principal's Coaches in lieu of a **Rookie Club.**

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Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

EEIP Grant funds will provide an **Online Professional Development Platform (OPDP)** to support **Individual Development Plans (IDPs)** for every staff member in the district that will supplement the current district-wide professional development we offer. Last year, every professional instructional staff member met with his/her administrator at the end of the year to plan professional development goals. While that is an excellent start, without grant funding we will not be able to formalize this system or put it online, allowing us to easily add individualized and differentiated professional development content to **online focus folders** as well as track each individual's progress. Each plan will be created by the teacher/staff member and administrator, or administrator and direct supervisor (i.e. member of Senior Leadership or Director of Special Programs and Workforce Solutions) and will be based on areas to address as evidenced from formal observation and evaluation (PDAS) and informal observation (Learning Walks, Instructional Coaching, Observational Rounds), student achievement data, areas of interest, and personal **Career Pathway**. Plans will be updated quarterly address observations, new data, progress/achievement of goals, and campus quarterly action plans. All Professional Development Activities will be logged and accounted for through the **OPDP** whether professional development is provided through the platform, face-to-face in-district, or out-of-district to ensure proper awarding of compensation time and CPE credits. Professional development activities will be dependent on the **3-Tier Response to Instructional Intervention (RtI)** and are outlined as follows: **Tier I:** All staff and administrators will be provided online and face-to-face professional development based on **IDPs** that will include all legally mandated and compliance professional development through the **OPDP** (i.e. G/T Update, PD on sexual harassment), as well as blended online and face-to-face professional development on the **Taylor 7 Instructional Strategies and Aligned Curriculum** and any other district initiatives (i.e. **Texas Literacy Initiative Grant Vocabulary and Oral Development Training through our TEA liaisons**). Teachers new to the district and those with 3 years or less experience will receive **targeted professional development sessions** provided by EEIP Instructional Coaches and Teacher Facilitators (grant funded) during campus-based **Rookie Club** meetings. All teachers will receive **professional development booster sessions** after any district-wide, campus-wide, or departmental professional development to aid in implementation and build depth of knowledge. TISD began providing such **"booster sessions"** with great success but does not have the funding, resources, or staff to fully provide post-professional development support in a comprehensive or timely fashion. Grant funded **booster sessions** will build upon our current system and be provided by both CIA Instructional Coaches and contracted Vaughn Gross Center for Reading Liaisons (not grant funded) and EEIP Instructional Coaches and Teacher Facilitators and contracted coaches from Region XIII (grant funded). For example, if a campus receives a one day training during a staff development day on Vocabulary and Oral Development Routines based on student achievement on state assessments, district Instructional Coaches would follow up with short, 30-45 min. booster sessions that provide planning tools or additional strategies based on survey feedback and implementation observations. Grant funds will provide enough professional development staff to present booster sessions in a timely and comprehensive way during the school day through model classrooms, instructional coaching, release time, and planning and collaborative meeting times. This has proven to be a very effective form of professional development for **TLI Grant** activities and TISD would like to expand it to all professional development. Administrators would receive professional development during quarterly **Saturday Administrative Sessions** (data driven decision making), **Tuesday Night Leadership Sessions** (Baldrige) and weekly **Tuesday Principals' Meetings (PD booster sessions)**. **Tier II:** All teachers with 3 or less years of experience would receive varying levels of professional development on **classroom management** and **effective instructional practices** based on observational and student achievement data provided **online,** during **individual instructional coaching,** and through **Region XIII.** All administrators with less than 3 years of experience would receive professional development through **Region XIII** and out-of-district professional development opportunities. **Tier III:** Teachers in Need of Assistance and Administrators in Need of Assistance would receive the most intense professional development based on observational data, formal evaluation, and student achievement data. **Release time** would be provided for staff members to receive immediate and focused professional development based on their growth plan. This professional development would be a blend of online and face-to-face professional development supported by intensive individual coaching with extensive modeling. Implementation observations would be used to evaluate progress and develop additional action steps for support and professional development if necessary.

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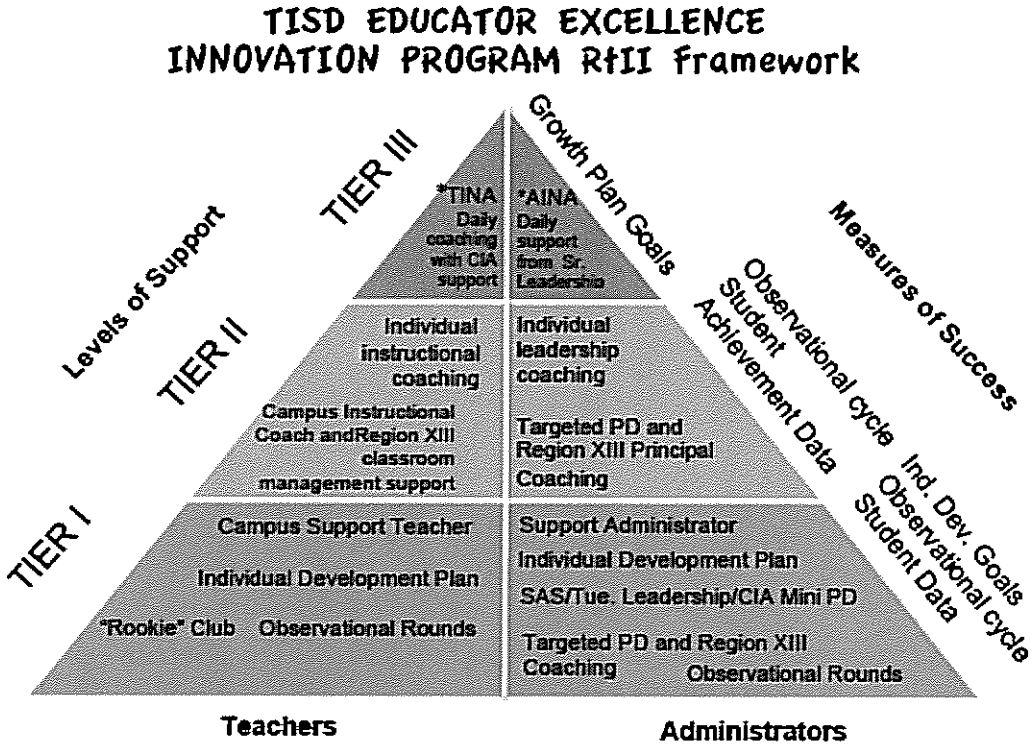
Below is a graphic representation of the 3-Tier RTII envisioned in the EEIP



* TINA=Teachers In Need of Assistance and AINA=Administrators In Need of Assistance

Tier I serves all, with Rookie Club and Campus Support Teacher and Support Administrator for staff new to the district
Tier II serves all professional instructional staff and administrators with less than 3 years experience
Tier III serves TINAs and AINAs

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The EEIP offers a comprehensive strategic compensation plan that will differentiate compensation based on market supply and shortage needs, responsibilities aligned with student achievement, and pedagogical growth. **Market Supply and Shortage Needs:** TISD currently offers compensation based on market supply and shortage needs as compared to surrounding districts as follows:

District	Bilingual	SpEd	Math	Science
Taylor ISD	$5,000	$1,000	$1,000 - $3,000	$1,000 - $3,000
Market Median	$3,000	$500		
Elgin ISD	$4,000			
Hutto ISD	$3,000	$500		
Pflugerville ISD	$3,000	$500		
Round Rock ISD	$3,000			

(data provided by TASB)

As the data shows, TISD is maximizing its limited funds for strategic compensation, and at or above that of surrounding districts, but continued shortage in these areas reflects a need to increase efforts to recruit and retain highly qualified instructional staff. Without grant funding, TISD will continue to suffer shortages particularly in three areas that need assistance in student achievement: bilingual education, math, and science. Although in the past few years TISD has made gains in student achievement, it continues to lag 5-10% behind both state and Region XIII averages in math and science on state assessments (based on 2011-2013 STAAR and TAKS data) In particular, at our middle school campus, shortages in math and science teachers have led to class sizes that exceed 30 students in most cases. In 2011, a class size study in Texas supported the STAR study from the 1980s in Tennessee that found the greatest increases in student achievement occurred when class sizes of 30 or more were reduced by 7-10 students. In 2011, the national average class size was 15.3. TISD desperately needs help in recruiting and retaining highly qualified instructional staff to help reduce class size as well as increase student achievement.

The EEIP would supplement these strategic compensations with compensation for **early signing notification** based on extreme shortage in the area of Bilingual Education, as well as compensation for working with **at-risk youth** at the Taylor Opportunity Center (TOC)(District Alternative Campus). District data using the Texas Student Data System (TSDS) revealed that the majority of student attending TOC are categorized in two or more subgroups that need additional support: At-Risk, Economically Disadvantaged, Limited English Proficient. Recruiting and retaining the most highly qualified instructional professionals on that campus would greatly impact student achievement in the district. Retention of staff at that campus will also help build relationships with those at-risk students and build a culture of academic excellence that will prepare these students to succeed when returning to their home campuses.
Responsibilities: TISD currently offers compensation based on responsibilities aligned with student achievement such as Team Lead, Department Chair, and Summer School Now/Accelerated Learning Teacher. The EEIP program would offer supplemental compensation for new leadership roles, such as PLC Lead and any professional instructional staff who provides professional development, especially in the area of best practices for use of classroom technology.
Pedagogical Growth: TISD currently offers compensation based on level of education for teachers with advanced degrees. The EEIP will supplement with strategic compensation for costs incurred to acquire additional **certification by exam** such as Bilingual Certification, Master Science Teacher, etc., with contractual agreement to work in the district for 3 years. We currently have professional Instructional staff in our district who are outstanding teachers and bilingual, but who cannot afford to acquire bilingual certification. Supplemental funds for certification will help to grow our current staff into exceptional teacher leaders.

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Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

TISD currently uses all available resources for recruitment and hiring, including attending area job fairs, partnering with certification programs statewide, and utilizing ESC Region XIII Employment Consortium online resources. TISD follows the following steps for determining the quality of an applicant:

1. Review resume including education, certification and experience specific to the position we are filling.
2. Interviews using a team approach with questions targeted toward meeting the needs of our district and the campus.
3. References checked by the campus principal and/or supervisor to ensure a good fit.

One of the advantages to being a smaller district is that our hiring practices are very individualized and we can really take the time to make sure our candidates are a good fit for the district and/or campus. Our Director of Special Programs and Workforce Solutions carefully crafts job descriptions to ensure the best quality applicants even before accepting applications. TISD is not a district that posts generic job descriptions that are of limited help to either applicant or the district. Once she has received applications, she reviews resumes, and, depending upon the number received, selects the top ones based on a rubric that reflects the job description. She then reviews them, along with the district staff member who will be supervising the position in question and contacts applicants for interviews. Interviews are conducted using team created questions specific to each position, and are conducted in person when possible (preliminary phone interviews are occasionally utilized). The interview team scores each applicant using the rubric based on team created interview questions, submits them individually, and the Director of Special Programs and Workforce Solutions tallies them, taking into account post-interview input and discussion from the team. Once a candidate has been chose for an offer, the human resources staff at TISD double checks all references and required qualifications.

TISD has a philosophy of growing leaders from within the when possible, depending on the position and what is best for student achievement and continuous improvement. To that end, Senior Leadership will often actively recruit candidates when positions open for which they see a current staff member who would be qualified and effective. As a small district, when current staff members seek positions for which they are not chosen, but we see future potential in them, we can mentor them into taking greater leadership roles in the district. The EEIP funds will help to supplement this informal mentorship through the development of an annual district **Leadership Academy** that will help develop leadership skills and support staff in growing pedagogically and in experience towards higher levels of responsibility and leadership.

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Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

TISD is committed to growing our leaders from within. Principals and district administration currently identify and encourage teacher leaders to accept additional responsibilities such as team or grade level lead, department chair, Campus Leadership Team member, Campus Improvement Committee member, and District Educational Improvement Committee member, Instructional Coach, and administrator. The EEIP supplements our current practices by formalizing the idea of a **career pathway** and creating **individual career pathway plans** as part of our **Individual Professional Development Plan.** As teachers progress in professional development, career pathway opportunities would be provided through **release time, strategic compensation, on-the-job training, apprenticeship, and mentoring.** But TISD envisions **career pathways** and **individual professional development plans** for all staff, including support staff. **Individual Professional Development Plans** including **career pathways** will be self-evaluated on a quarterly basis as part of developing Quarterly Action Plans for each campus, and formally evaluated and updated twice a year as part of the district formal evaluation system. As the grant provides additional opportunities for collaboration through PLCs, staff will be offered opportunities to direct collaboration activities, receive "trainer of trainer" professional development in effective instructional strategies, and master innovative teaching methods such as Google Teacher Certification, which will build a culture of collaboration, influence pedagogical improvement, and strengthen our collective capacity as a district. Eventually, the district would like to expand the career pathways plan to students, offering opportunities for students to prepare for a career in education while still in high school.

Additionally, the EEIP funds will help to supplement our current system of informal career mentorship through the development of an annual district **Leadership Academy** that will help develop leadership skills and support staff in growing pedagogically and in experience towards higher levels of responsibility and leadership. This academy, consisting of 1-3 days of collaboration and professional development, held at the beginning of each school year, will serve to strengthen our commitment to our Vision, Mission, and Values:

Taylor ISD
"Relentless in the pursuit of educational excellence."

Vision
"Taylor ISD will be the district of choice as we pursue education excellence."

Mission
"Taylor ISD is preparing every student to compete in a global society through a premium educational experience and strong partnerships"

Core Values
Relationships
Innovation
Passion
Excellence

Based on the VMV, we will team build and collaborate on the best way to achieve our mission in the coming school year. The **Leadership Academy** will also offer professional development in leadership based on Baldrige, best practices and opportunities to build relationship and understanding of each other's goals and career pathways as educational leaders.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 246911	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not Applicable

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 246911	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 246911	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Lack of adequate funding is a significant barrier to teacher/administrator retention and student success. Taylor ISD is one of the lowest funded school districts in the State of Texas. Our district, which is a small, rural district, surrounded by larger urban districts, (Austin, Round Rock, Pflugerville) cannot offer the same salary scale as neighboring districts and has a pay scale of approximately 6% less than the five surrounding districts where most of our employees reside. The lower pay and added travel cost of daily commutes adversely affects our ability to retain highly qualified personnel. This program is very much needed to help address the ongoing needs of the students as indicated below. Since the district is a lower funded district, it must rely on grant funds to provide supplemental services to meet the increased needs of many students. Without these grant funds, the district faces the challenge of providing basic instruction which does not always provided the supplemental services needed by both the teachers and the students of Taylor ISD. Additionally, with the ongoing challenge of retaining teachers we do train, it is imperative that the district find solutions to not only recruit quality teachers but to retain them in the district to provide the continuity needed by the students over time to make a significant increase for their success.

Based on the 2013-2014 Fall PEIMS Collection, the district has 65.69% of students identified as Economically Disadvantaged, 54.05% identified as At Risk, and 13.51% identified as ELLs, and 11.36% receiving Special Education services. Many of these students require the highest level of effective standards-based instruction and differentiation to meet their individual needs. The percentage of Special Education students is 2% higher than the state average because we serve the Special Education population for five districts in an East Williamson County Special Education Cooperative. Taylor's growing enrollment brings change and challenges to the instructional setting as we individualize and differentiate instruction to meet the needs of an ever more diverse student population as evidenced by the data below:

Year	# Students	% Eco. Dis.	% Afr. Am.	% Hispanic	% White	% ELL
1994 (AEIS)	2627	49.6	20.4	35.8	43.3	6.1
2009 (AEIS)	3155	63.3	14.0	56.2	30.3	11.9
2012-13 Perf Report	3181	66.8	9.2	62.1	26.0	13.7

The focus of Taylor ISD is on the success of its students. We therefore recognize that there are challenges and barriers that are preventing all students from being success. Taylor ISD therefore embarked on a continuous improvement journey two years ago using the Malcom Baldrige Framework for Performance Excellence. This research-based framework relies heavily on data and accountability and is focused on improvements in seven categories that include Leadership, Strategic Planning, Customer (Student) Focus, Data Management, Workforce Focus, Process Management and Results (data). The district enlisted community members, parents, and staff to be a part of a Strategic Planning Committee to identify the needs of the district and explore solutions. The information from the work completed by the Committee and the District formed the basis of the District Strategic Plan including the goals and objectives. Each grant opportunity considered is written with a focus to address the needs identified in the Strategic Plan to ensure that all funds are targeted to meet a need and is supplemental in nature. We therefore wrote and received the Texas Literacy Initiative and are in our second year of implementing this comprehensive literacy plan. We have already seen increased student success on state assessments in 3rd, 5th, and 8th grade as a result of these efforts, but the high percentage of new teachers each year impairs our ability to build collective capacity and the culture of collaborative growth necessary to become the district of choice. The district must use its limited state/local funds for our foundation program, it must rely on supplemental grants to increase the level of support for educators to address the challenges that many face in delivering effective instruction to ensure student performance increases each year to close the achievement gap. This grant will supplement the work already being done in TISD through the implementation of an Educator Excellence Innovation Program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 246911 | Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Step	Beginning Date
1.	Develop and refine overall EEIP Plan with Implementation Team; negotiate grant as needed with TEA; hire Grant Manager.	04/01/2014-05/01/2014
2.	Communicate strategic compensation plan to all stakeholders to aid in hiring/recruitment for School Year 2014-2015	04/01/2014-05/30/2014
3.	Implement Online Professional Development Platform – begin developing Individual Development Plans with Career Pathways for TISD staff during campus summative meetings	04/15/2014-05/30/2014
4.	Plan and schedule summer staff development based on IDPs – both online and face-to-face with CIA staff; hire Campus EEIP Instructional Coaches and Teacher Facilitators; include in PD planning	04/15/2014-05/30/2014
5.	Plan and schedule Rookie Club activities at each campus; Schedule Observational Rounds calendar at each campus; Schedule regular collaborative opportunities at each campus; Include charts with roles and responsibilities for each activity	05/01/2014-06/01/2014
6.	Refine and finalize induction system; Campus Principals choose Campus Support Teachers; Schedule induction training for CSTs and New Staff for Fall 2014	05/15/2014-06/01/2014
7.	Contract and schedule Fall 2014 PD support for new teachers (classroom management) and new administrators (principal coaching) with Region XIII	05/15/2014-06/01/2014
8.	Plan and schedule Saturday Administrative Session, Tuesday Night Leadership Session, and Mini PD Booster Session activities for administrators for 2014-2015 School Year; include RACI chart	06/01/2014-06/15/2014
9.	EEIP Grant Manager develop schedule of checkpoints and milestones for Year 1 and Year 2 of grant, including data points and schedule for collection and reporting of data BOY/MOY/EOY	06/01/2014-06/15/2014
10.	Procure resources and materials for PD, collaborative meetings, observational rounds; model classrooms	06/01/2014-06/15/2014
11.	Implement Summer Professional Development; Track IDPs and schedule PD implementation observations; review PD feedback/survey data to plan Booster PD sessions; Schedule booster PD sessions	06/01/2014-08/15/2014
12.	Develop observation schedule that coordinates Senior Leadership, Administration, CIA staff, EEIP staff, outside coaching (i.e. Region XIII), and Instructional round observations for best distribution and data collection; Include pre- and post- observation schedule; Refine observation protocols and rubrics for each type of observation	08/01/2014-08/15/2014
13.	Refine formal evaluation system for all staff, including administrators; schedule formal observation and summative meeting windows for each campus	08/01/2014-08/15/2014
14.	Implement EEIP; review quarterly; create change requests; update plan for Year 2	08/01/2014-06/30/2015

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246911 | Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All affected personnel groups and stakeholders have supported participation in the EEIP grant program and for the general parameters of the plan. On December 6, 2013, **District Senior Leadership** (Superintendent, Deputy Superintendent, Director of Curriculum, Instruction, and Assessment, and Director of Special Programs and Workforce Solutions reviewed the district needs assessment and agreed on both participation in the grant program, and the general parameters of the plan. On January 7, 2014, District Senior Leadership and **Principals** approved the plan scope and sequence and preliminary budget. On January 10, 2014, district **personnel in the current mentor and induction program** (mentors and mentees PreK-12) gave input into and approved participation in and general parameters of the plan. On January 16, 2014, the **District Educational Improvement Committee**, which consists of administration, campus leadership, instructional staff, parents, and community members, approved both participation in the grant program and the general parameters of the plan. On January 21, 2014, **District Senior Leadership, Principals, and Special Programs Directors** approved the final version of the grant application and general parameters of the program.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Taylor ISD EEIP will be district-wide, with all 7 of our campuses participating. They are as follows:

1. **Northside Early Childhood Center (PreK-K)**
2. **Naomi Pasemann Elementary (Grades 1-3)**
3. **Main Street Intermediate (Grades 4-5)**
4. **Taylor Middle School (Grades 6-8)**
5. **Taylor High School (Grades 9-12)**
6. **Legacy Early College High School (Grades 9-12)**
7. **Taylor Opportunity Center (Alternative Campus)**

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